



Evansville Vanderburgh School Corporation

Bringing Learning to Life

**Presentation to SBOE
Committee on School Turnarounds
Dr. David B. Smith**

October 22, 2014

Students Served

22,558 students in grades PK-12

- 60% qualify for free and reduced lunch
- 71% white
- 14% Black or African American
- 1.3% Asian
- 3.7% Hispanic/Latino

39 schools

1,419 teachers

\$227.2 FY14 board approved budget

EVSC Enrollment



**More than half of EVSC's student population lives in poverty.
Transformation Zone School population = >92% poverty**

Our Vision

Excellence in Student Achievement



Our Mission

Providing Outstanding Educational Opportunities Through
Shared, Committed Responsibility

Our Values

- Students Come First
- Intentionality
- Responsibility
- Collaboration
- Great People Matter




***“What you do is simply proof
of what you believe.”***

- Simon Sinek



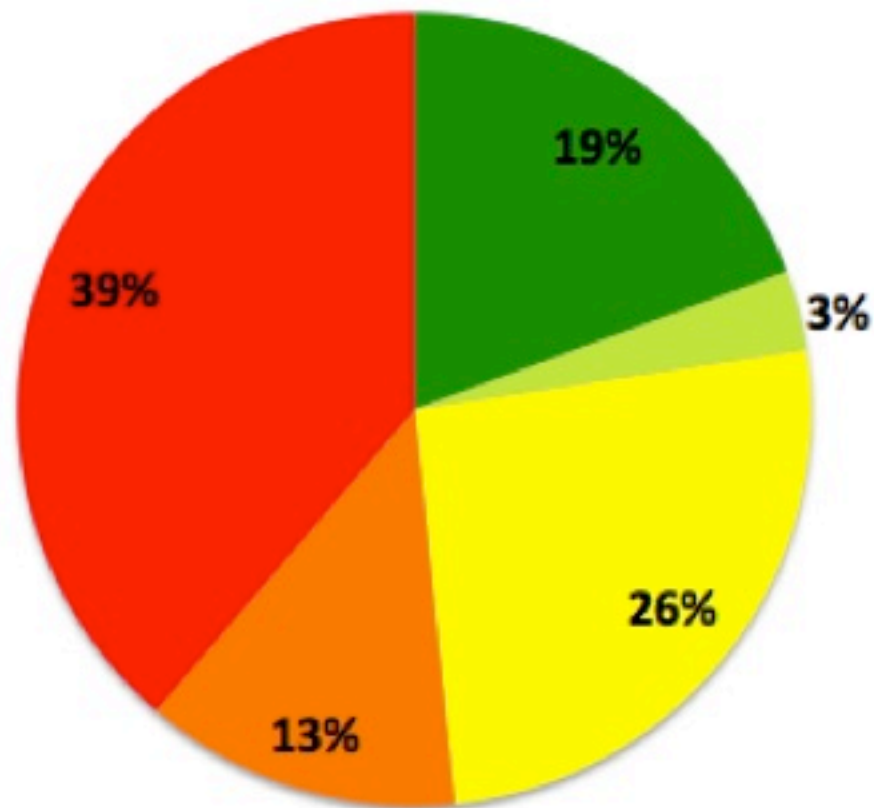
Our Foundational Goal

Every student in every school
will be **on track at every
grade level** to graduate **ready
for college and/or career.**



When Change is Necessary

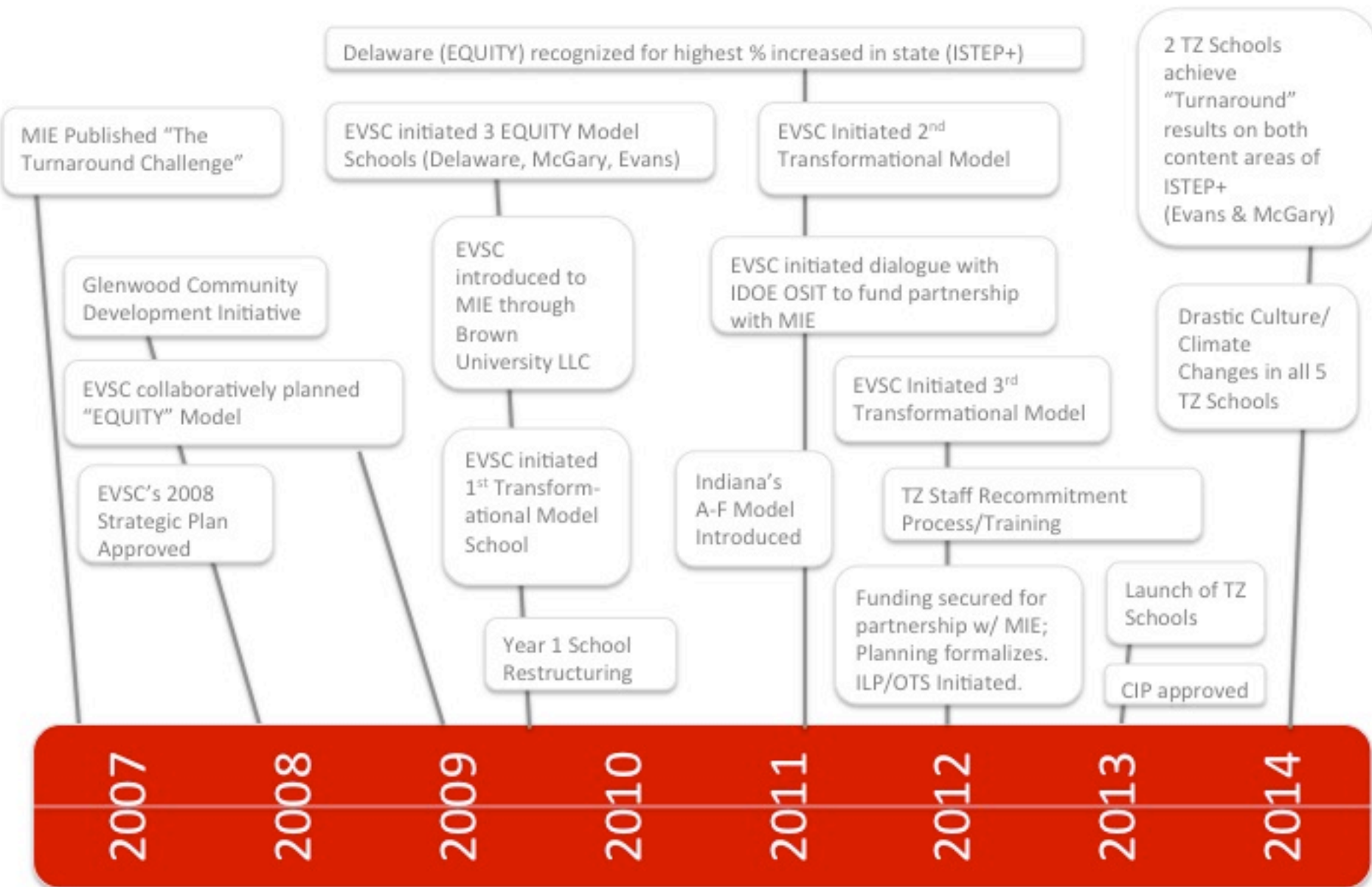
- In 2009-2010, State Accountability resulted 53% of our schools in the two lowest-performing categories.
- Planning was commenced to implement the EQUITY Model for the following year.



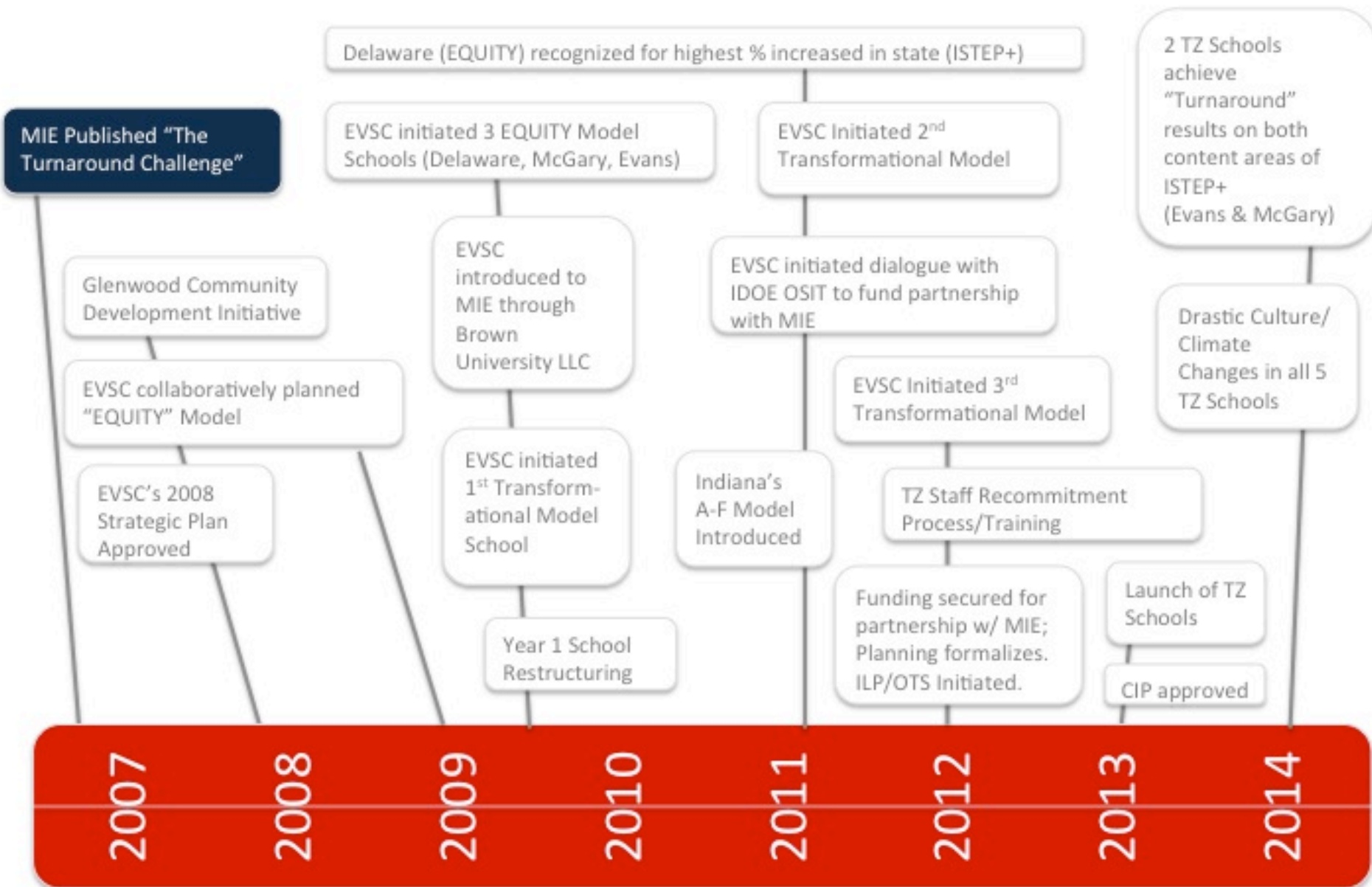
2009-2010

Note: This was one year prior to A-F model.

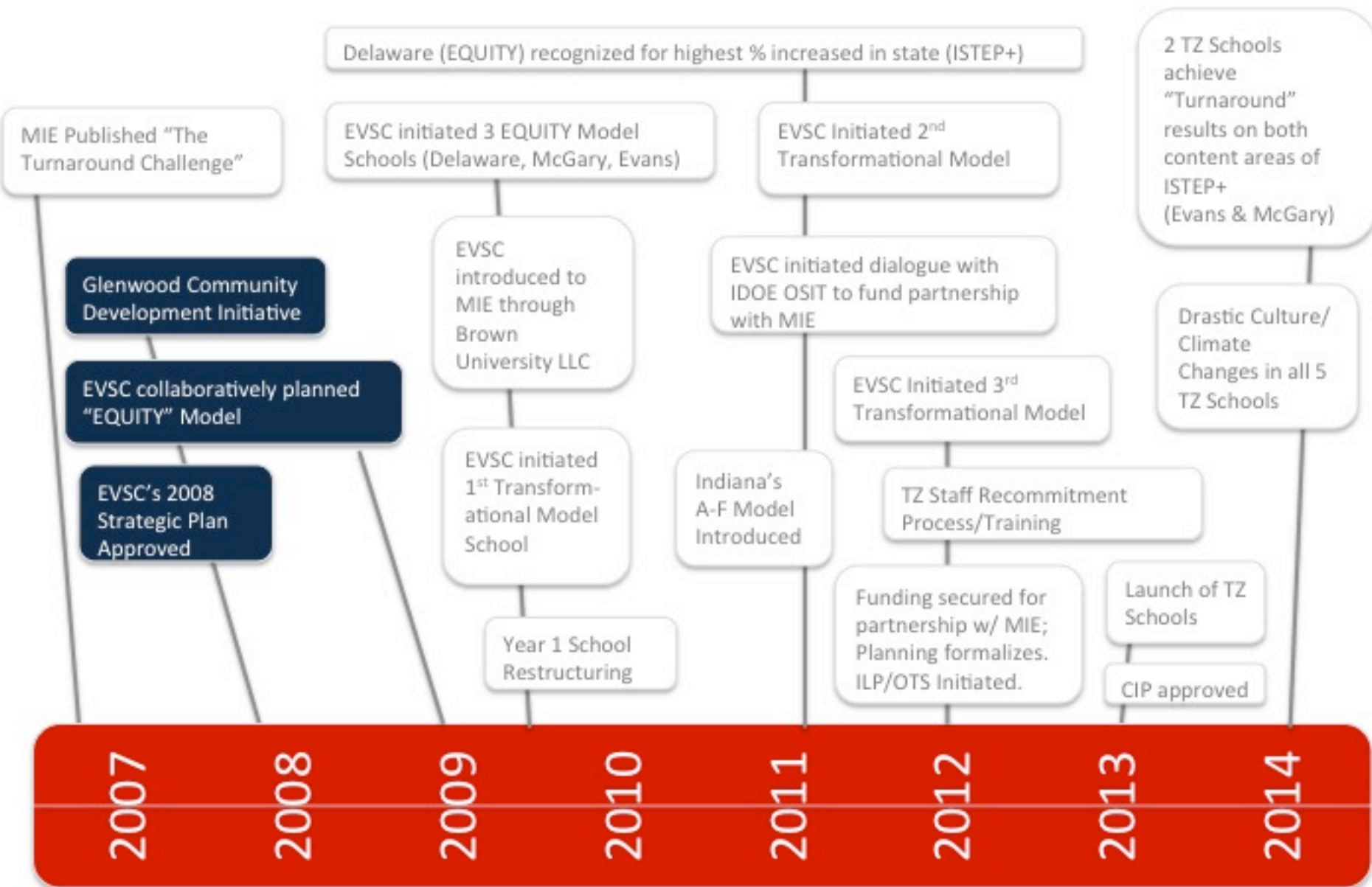
Transformation Timeline



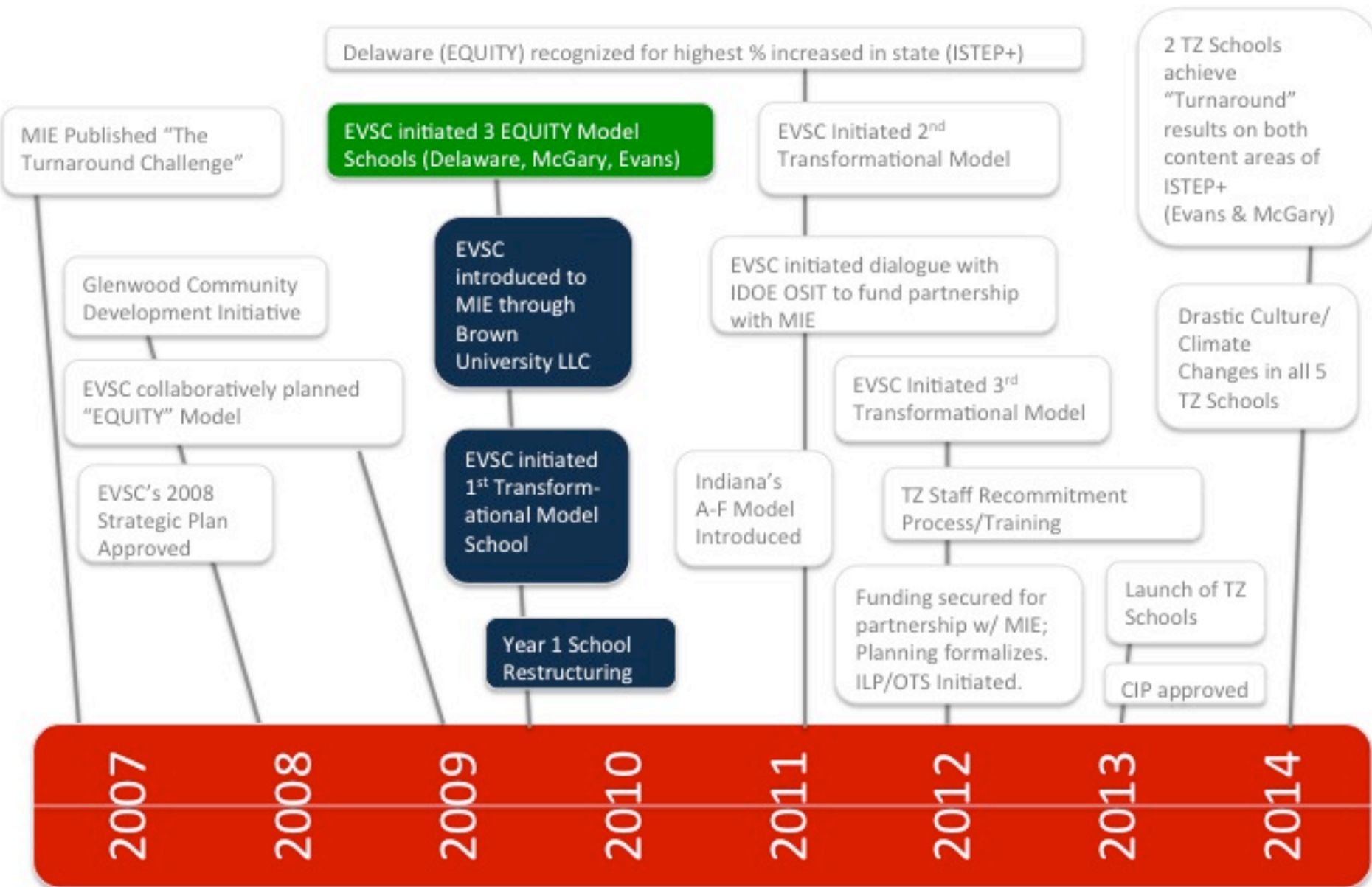
Transformation Timeline



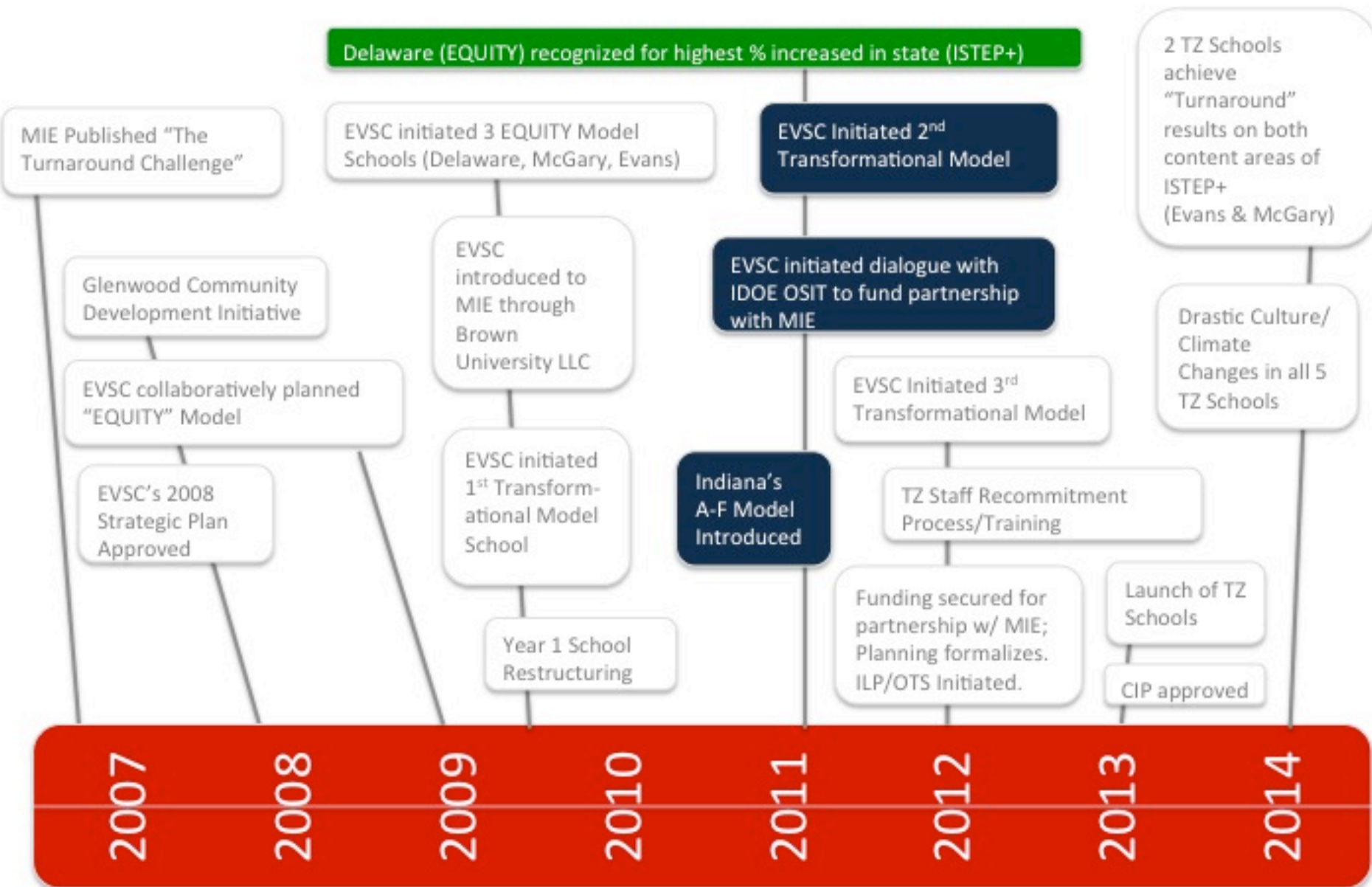
Transformation Timeline



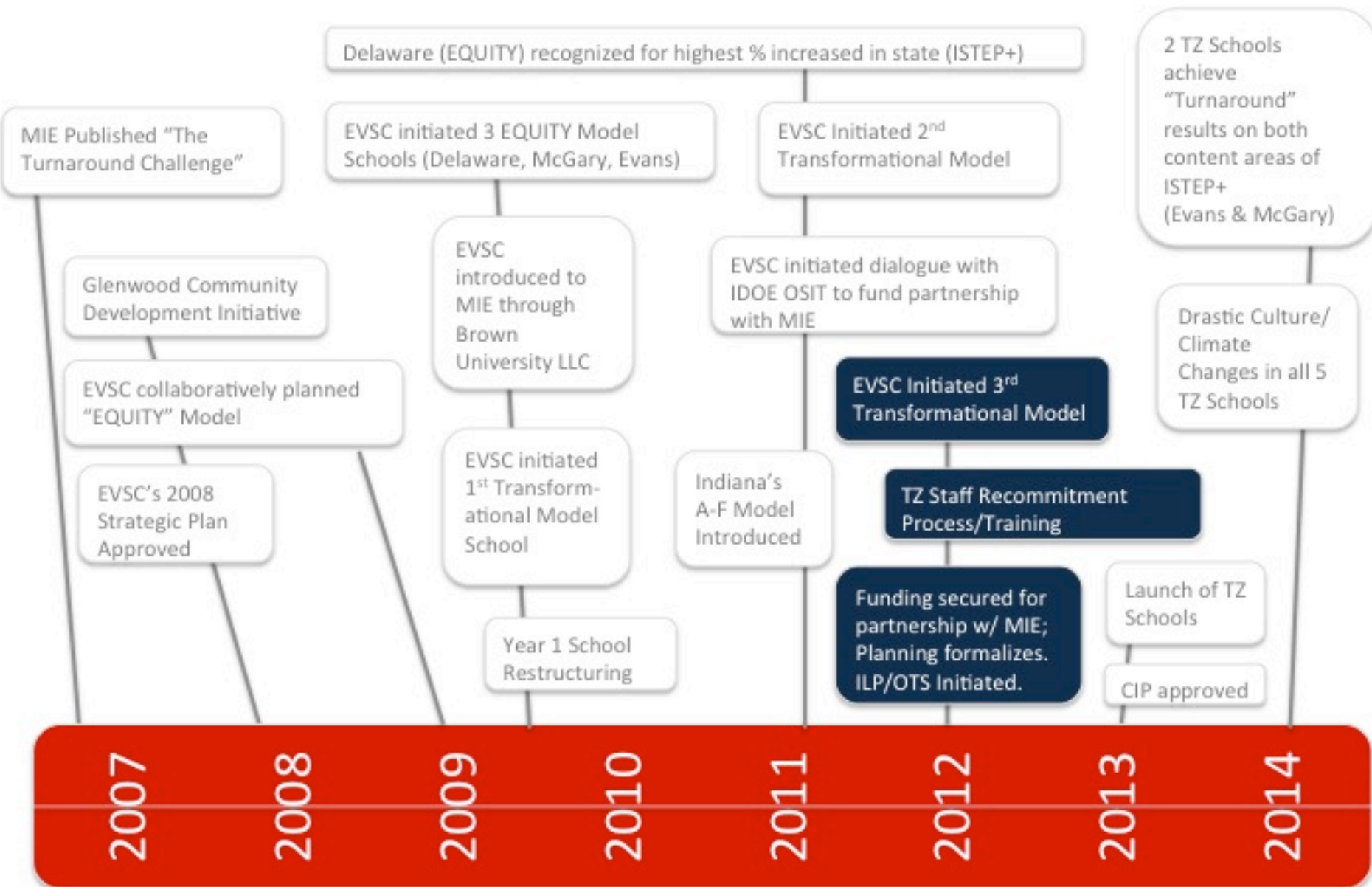
Transformation Timeline



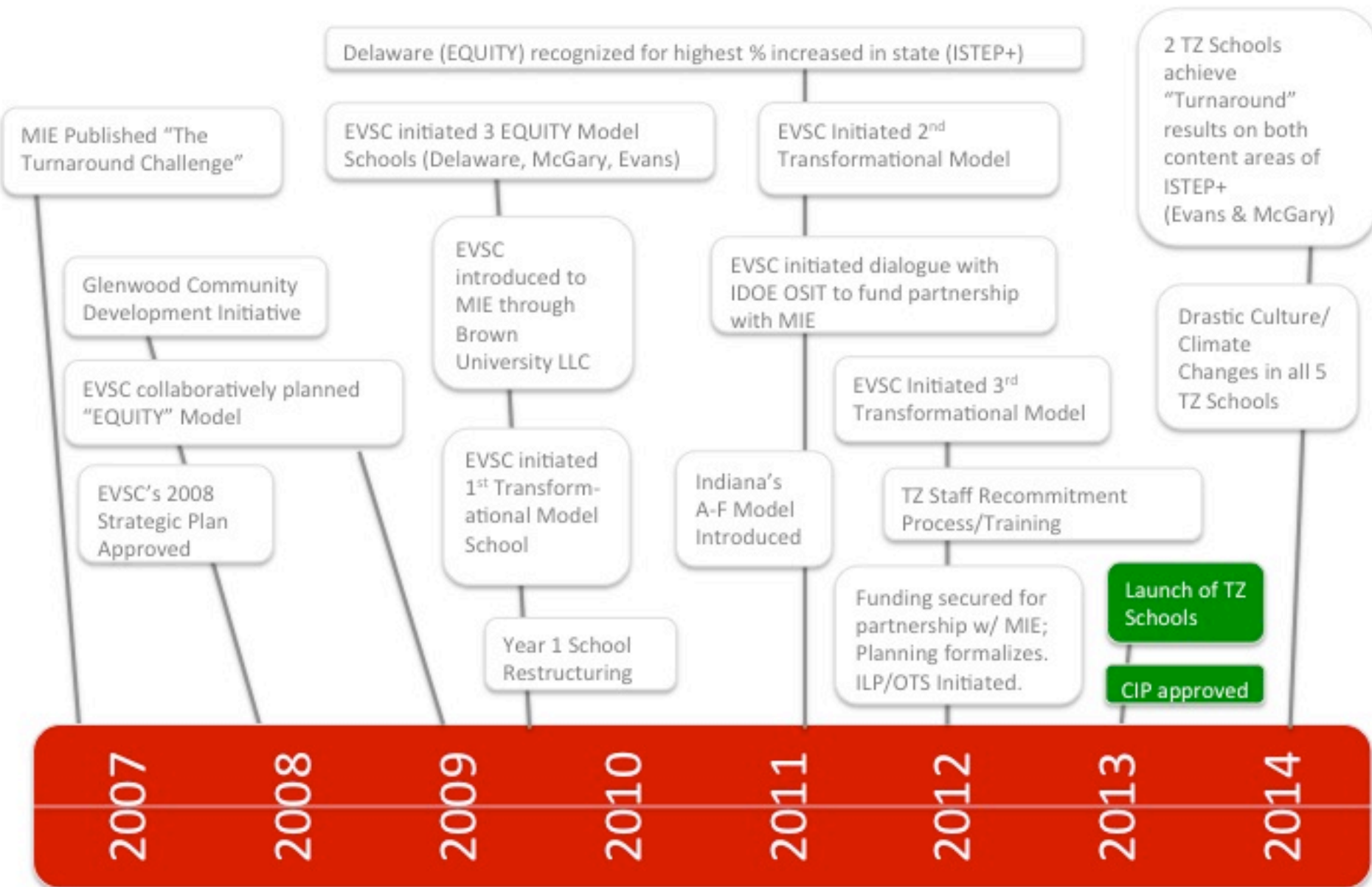
Transformation Timeline



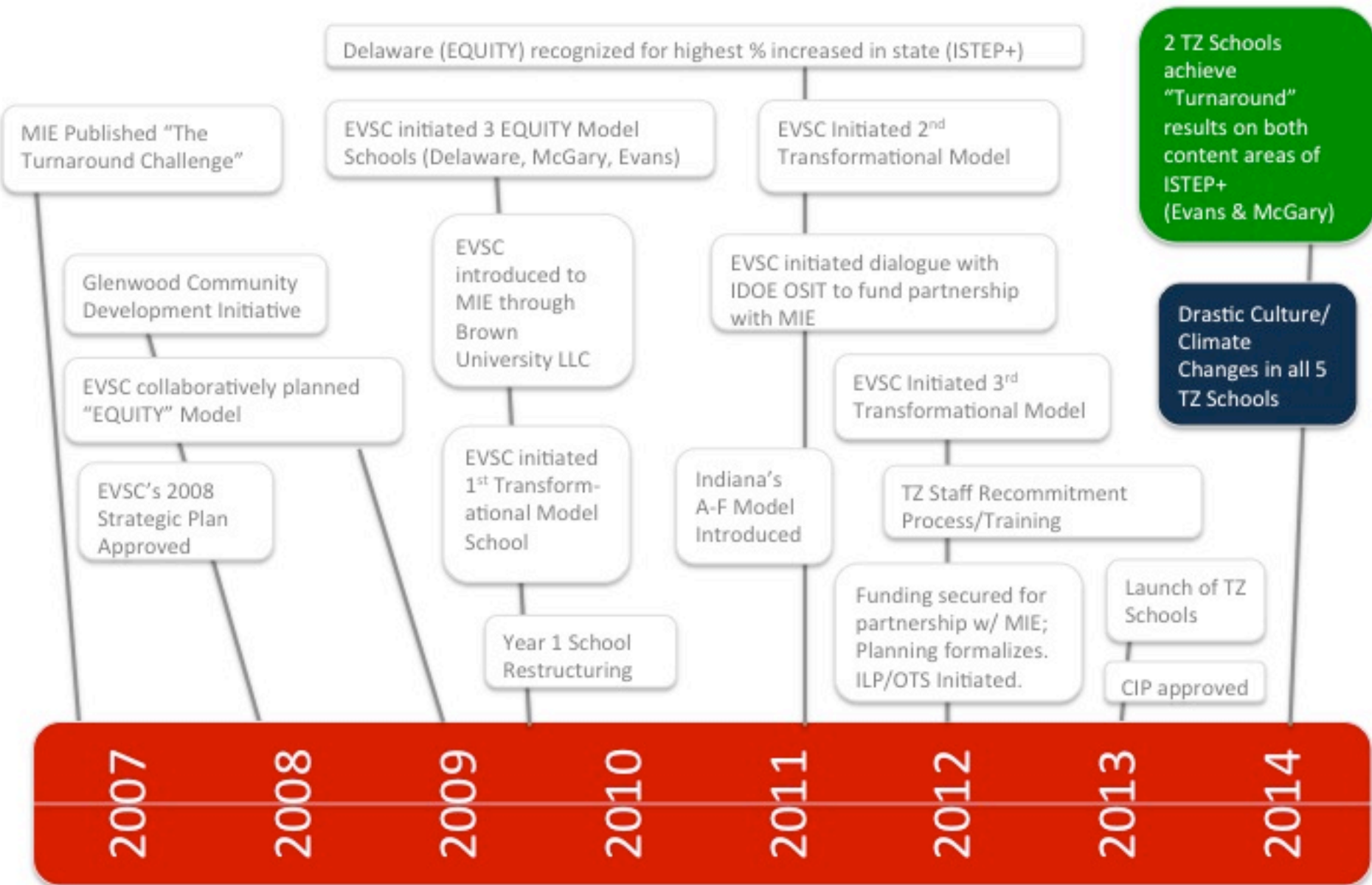
Transformation Timeline



Transformation Timeline



Transformation Timeline



We used to ask...



“Where can we go in Indiana to see a...

- *school*
- *principal*
- *district*
- *district turnaround office*

....who has successfully led/supported school turnaround?”

Opportunity in Evansville



Delaware Elementary School



- 96.4% Poverty
- Since EQUITY:
 - +19.2% ELA
 - + 22.2% Math

A



Evans School

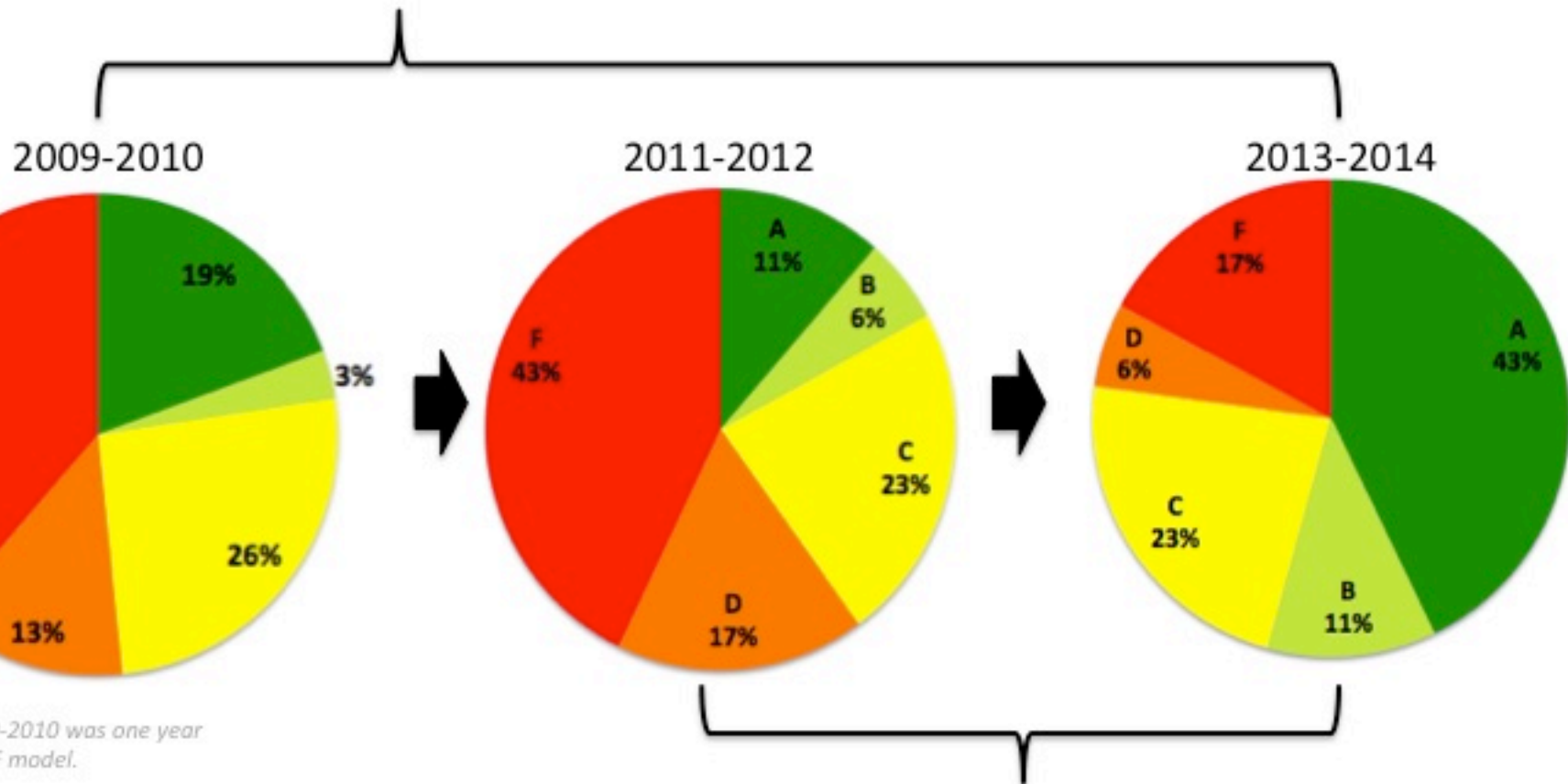


- 93.1% Poverty
- Since EQUITY:
 - +14% in ELA
 - +29.7% Math

A



EVSC – A Turnaround “District”



Two Year's Growth: + 300 %
A and B Schools

May 2014

Evansville: A proactive approach to improvement

The story behind the Indiana State Board of Education's recent decision

By Chris Anderson

The Indiana State Board of Education has not been shy about exercising its authority to intervene in chronically underperforming schools. Under the state's Public Law 221, the Indiana Board can mandate specific interventions for a school that receives an "F" rating. In 2012, the Board of Education took action to intervene in the Evansville Vanderburgh School Corporation (EVSC) after it received its sixth "F" rating.

"There is something very different about what is happening in Evansville."

"We realized we needed to take a new approach in order to dramatically improve student outcomes."

Dr. David Smith
Superintendent
EVSC

And for the first eight schools that hit that mark since the state started its intervention process, the Board of Education mandated that the schools implement a new approach in order to dramatically improve student outcomes. So in 2013, the Board of Education approved a new approach to intervention for schools that receive an "F" rating. The new approach is called the "F" School Intervention Model (FSIM). It provides more support for GLA as well as to develop strategies that could be rolled out to other schools in the district.

Until Glenwood Leadership Academy, that is. The school, which is part of the Evansville Vanderburgh School Corporation (EVSC), received its sixth "F" at the end of the 2012-2013 school year, triggering the review process by the State Board of Education.

Fortunately, the district had already decided to take matters into its own hands. Earlier that school year EVSC decided to preempt state intervention and partner with Mass Insight Education to reinvent the way it serves GLA and other chronically

new approach in order to dramatically improve student outcomes. So in 2013, the Board of Education approved a new approach to intervention for schools that receive an "F" rating. The new approach is called the "F" School Intervention Model (FSIM). It provides more support for GLA as well as to develop strategies that could be rolled out to other schools in the district.

"The Indiana Department of Education has supported those efforts since they were first launched, and we're thrilled the State Board of Education has recognized the impact they're already having on the students at GLA."

In March, the Indiana State Board of Education approved the district's self-imposed intervention – an unprecedented ruling that was an



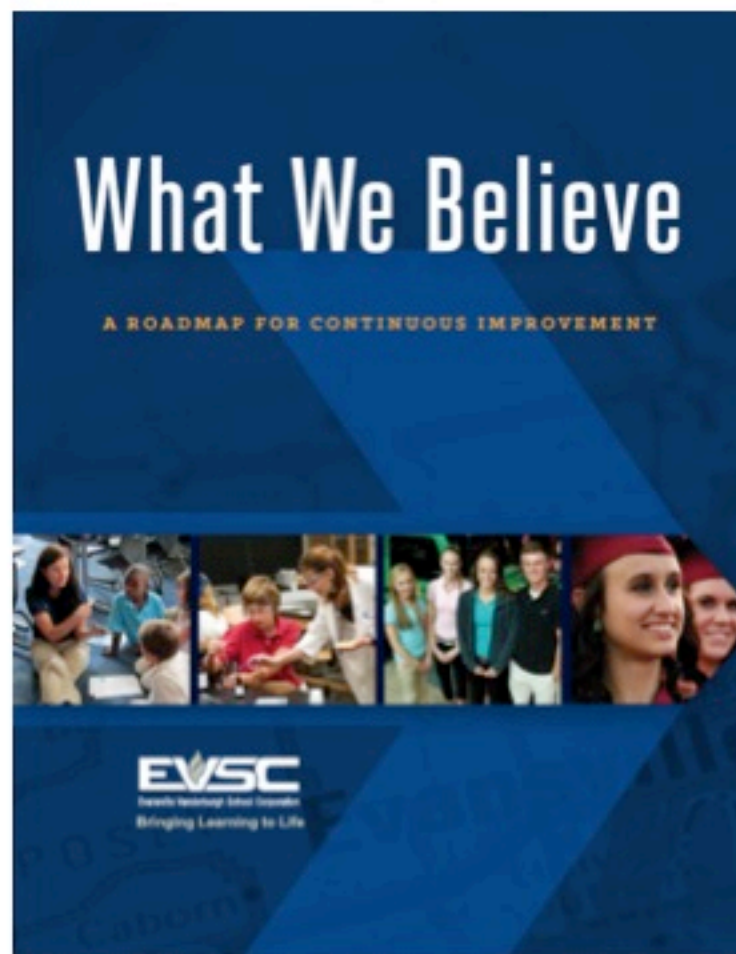
EVSC's Alignment to Best Practices



Rtl	Collaborative relationship with ETA	Learning Leadership Cadre
School Planning Process	Full-Service Community Schools	Data warehouse
Equity Model	Operational Excellence	Technology Priorities
UDDI	Performance Management Sessions	PBIS

There is intentionality behind the decision making process within the EVSC to constantly align the organization to the most current best practices.

Continuous Improvement Process



PRIORITY

1

Student Learning

PRIORITY

2

Effective Teachers and Leaders

PRIORITY

3

Infrastructure

PRIORITY

3

Infrastructure

We must develop the infrastructure to support student success.

STRATEGY 1: Develop a predictive model that assesses student growth and progress toward graduation for each school year.

STRATEGY 2: Redesign and strategically staff the central office, with a driving focus on dramatically improving instruction and learning in schools.

STRATEGY 3: Execute the Transformation Zone aligned to national best practices and standards.

STRATEGY 4: Create effective systems for two-way communication.



Unbound Thinking,
Unlocking Possibilities.

*Office of Transformational Support
EVSC's Internal Lead Partner (ILP)*

*Carrie A. Hillyard
Director of School Transformation*



OTS Mission

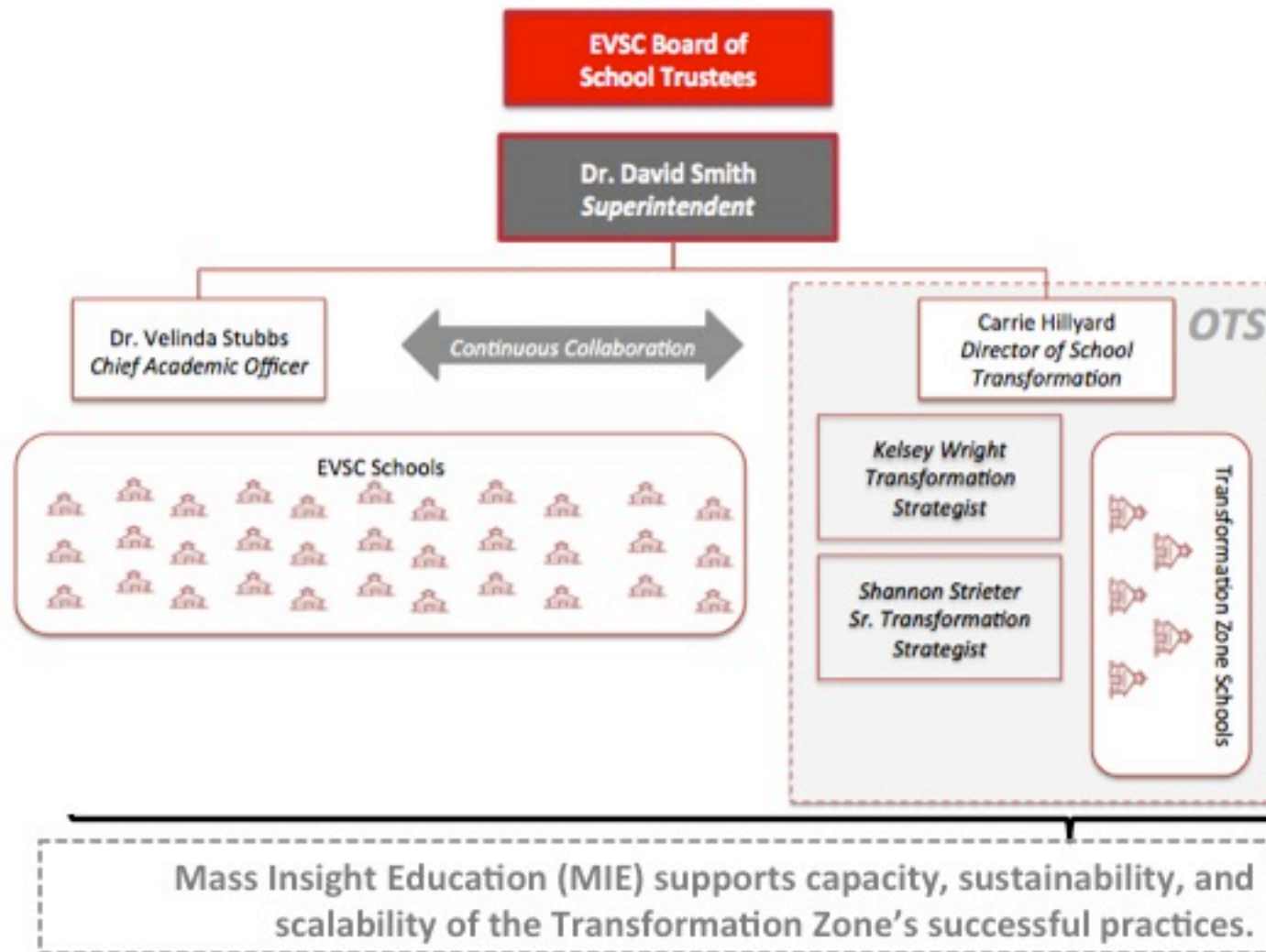
EVSC's Office of Transformational Support (OTS) is committed to dramatically improving student outcomes in EVSC and to inspire district-wide transformation and reform.

Our TZ Mantra!

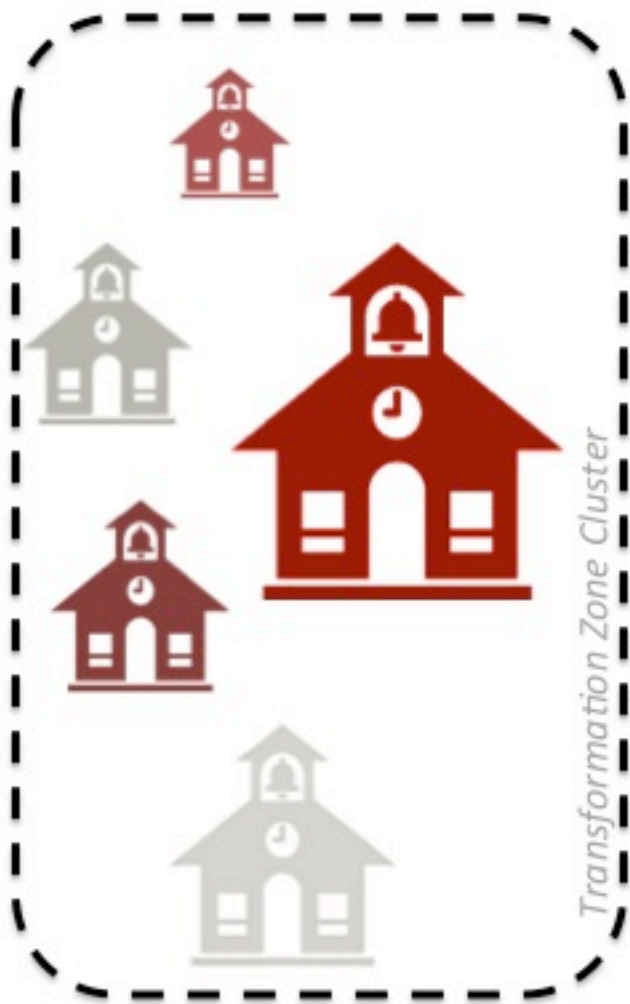


**Unbound Thinking,
Unlocking Possibilities.**

EVSC Infrastructure (With ILP)



ILP: Theory of Action



Common
Demographics &
Performance
History



Common
Support
Needs



ILP Example: "Current Reality"

Common TZ Finding:



Lack of Systems -
Strategic Planning
& Monitoring



Alignment of School Support

District-Wide Support

- Data Warehouse Access and Support
- Data Coaching
- Performance Management (Bi-Annual)
- Assessment/Progress Monitoring Support

Title I School Improvement

- Embedded Coaching

ILP/Office of Transformational Support

- Embedded Leadership Development
- Custom tools for SIP Planning/Monitoring
- Systems development and training
- Accountability Checkpoints (SIP)
- Custom Data-Collection for Leading Indicators



Alignment of School Support

District-Wide Support

- Data Warehouse Access and Support
- Data Coaching
- Performance Management (Bi-Annual)
- Assessment/Progress Monitoring Support
- Customized support to sustain

Title I School Improvement

- Embedded Coaching
- Common Formative Assessments - PD

ILP/Office of Transformational Support

- Embedded Leadership Development
- Accountability Checkpoints (SIP)
- Develop/Support Team level PLC planning



Alignment of School Support

District-Wide Support

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- Performance Management (Bi-Annual)
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Title I School Improvement

- Embedded Coaching
- Common Formative Assessments

ILP/Office of Transformational Support

- Leadership Development/Consultation
- Accountability Checkpoints



Alignment of School Support

District-Wide Support

- Leadership Development/Checkpoints
- Data Warehouse Access and Support
- Custom Data Coaching Support
- Performance Management (Bi-Annual)
- Assessment/Progress Monitoring Support
- Customized technology integration
- RtI Tier II/Tier III Interventions/Support

Title I School Improvement

- Embedded Coaching
- Tier II/Tier III Intervention PD



Alignment of School Support

District-Wide Support

- Leadership Development/Checkpoints
- Data Warehouse Access and Support
- Custom Data Coaching Support
- Performance Management (Bi-Annual)
- Assessment/Progress Monitoring Support
- Customized technology integration
- RtI Tier II/Tier III Interventions
- Tier II/Tier III Differentiated Support

Title I

- Embedded Coaching





Academic and social opportunity for all
students delivered with equity

Transformation in Action: A “Lincoln School” Example

Transformation in Strategic Planning

3. What is our current reality?	4. What are we going to do about it?	5. How will we know if it's working?
3a. Baseline: 		

School-Wide Planning – First Guiding Questions:

- **What is our current reality (at Lincoln)?**
 - Why is this our current reality?
- **What are we going to do about it?**
 - How will we know if it's working?

SIF Schoolwide Improvement Planner (PAI 1 & PAI 2)





Pa. EDE Values: Excellence in Student Achievement

Pa. EDE Mission: Providing Outstanding Educational Opportunities Through Shared, Guided Responsibility

Pa. School Board or Board of Education

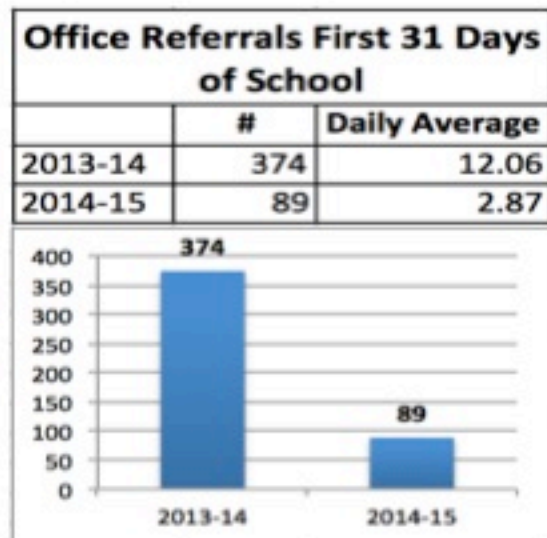
Schoolwide Improvement Goal	Schoolwide Improvement Strategy	Pa. EDE Values	Pa. EDE Mission
Goal 1: All students will achieve proficiency in reading by the end of the school year. 100% of all students will achieve proficiency in reading by the end of the school year.	Strategy 1:1 All students will receive targeted reading instruction.	Value 1: Excellence in Student Achievement All students will achieve proficiency in reading by the end of the school year.	Mission 1:1 All students will receive targeted reading instruction.
Goal 2: All students will achieve proficiency in math by the end of the school year. 100% of all students will achieve proficiency in math by the end of the school year.	Strategy 2:1 All students will receive targeted math instruction.	Value 2: Excellence in Student Achievement All students will achieve proficiency in math by the end of the school year.	Mission 2:1 All students will receive targeted math instruction.

Transformation in Operationalizing and Monitoring SIP Strategies

What actions will we take to fully implement our strategy?		Are we doing what we said we were going to do?	Implementation on Gauge	Planning: When did we finish on our progress?	Planning: When did we finish on our goal?	Monitoring: When did we finish on our goal?	Outcome Gauge	Due Date	Who is responsible for creating working on	
1. System of comprehensive assessments program	Coverage of all 17 assessment categories in 2023-24	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%
	80.5% (Avg. Score Date)	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%
	80.5% (Avg. Score Date)	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%
	80.5% (Avg. Score Date)	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%
	80.5% (Avg. Score Date)	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%
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	80.5% (Avg. Score Date)	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%
	80.5% (Avg. Score Date)	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%
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	80.5% (Avg. Score Date)	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%
	80.5% (Avg. Score Date)	Yes		80.5% (Avg. Score Date)	80.5% (Avg. Score Date)	80.5% (Avg. Score Date)		80.5%	80.5%	80.5%

“Our turnaround work has made me more intentional, helped establish priorities, and has motivated my work so that I have a real purpose for reaching goals at Lincoln.” – Brad Bates, Lincoln AP

Transformation in Results and Shifting Priorities



Let's do the math!

285 less referrals
x 20 minutes missed instruction/referral
14 instructional days in a 31 day period

Time

Learning & Quality Instruction!

Through Transformed PD and Collaboration



EVSC Lincoln School @evscLincoln • Sep 23

Our middle school ELA team is analyzing data to drive their differentiated instruction #plc #everystudentmatters



EVSC Lincoln School

September 26

Mrs. Shaw establishes a purpose for her lessons and activities by explaining the "why".

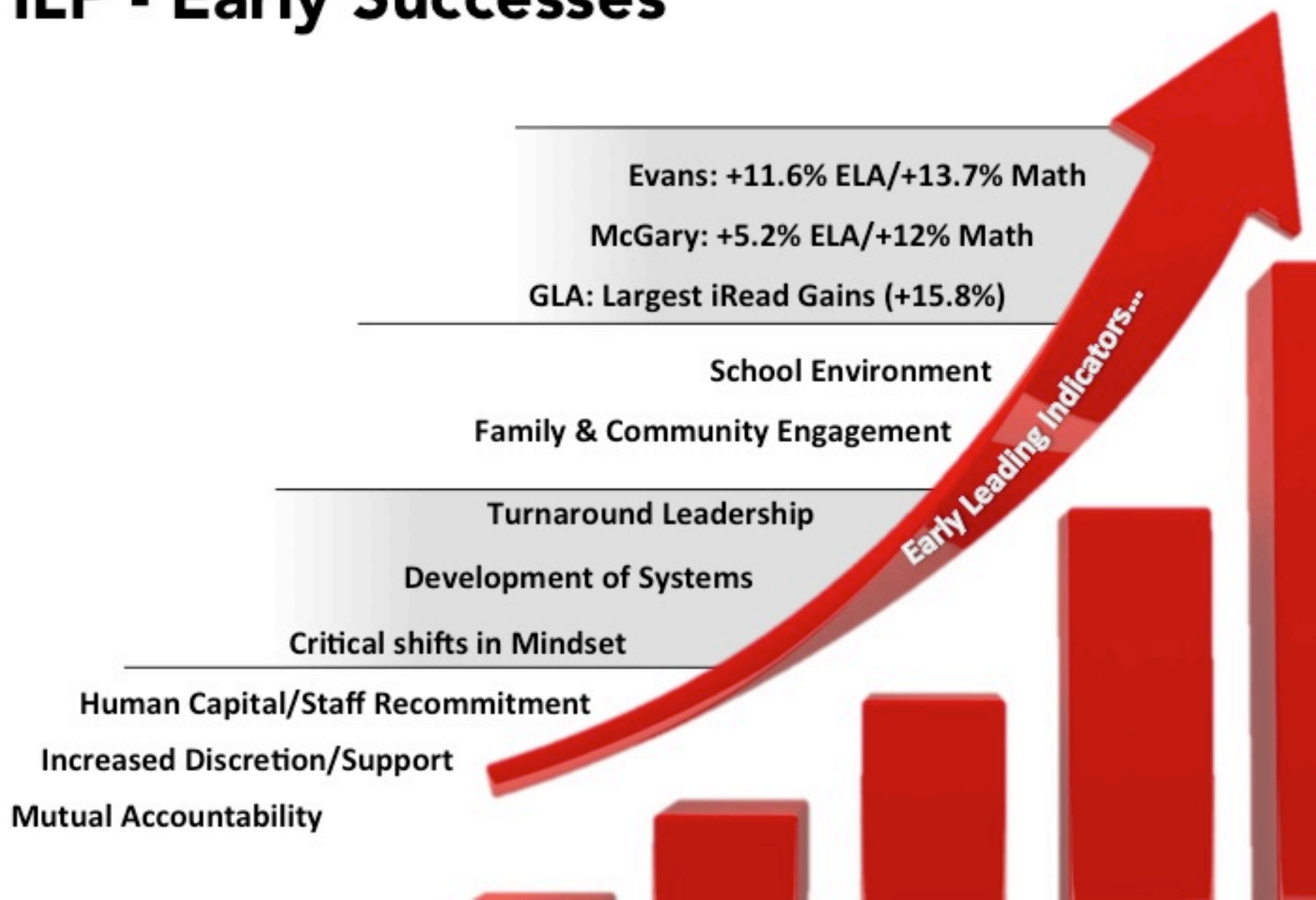
"As a teacher, trainings have improved my teaching ability and knowledge. In turn, the students are receiving better instruction." Lincoln Teacher



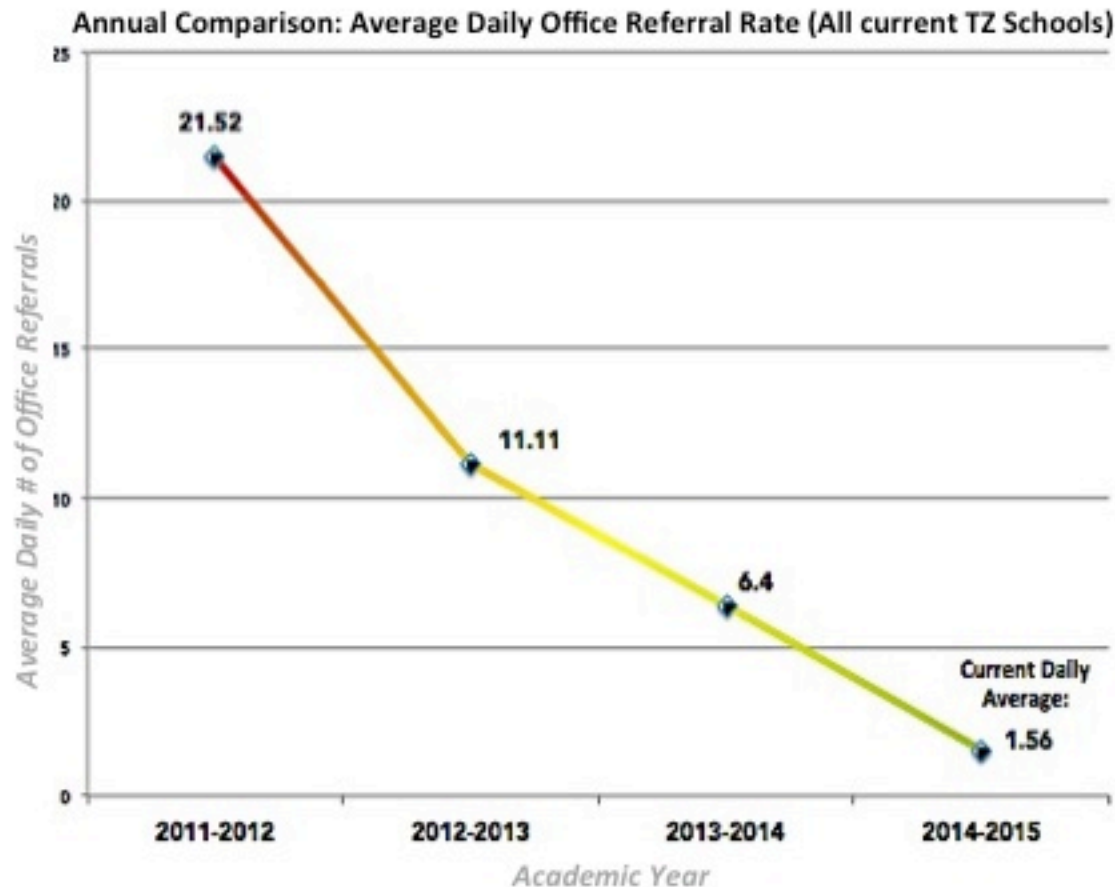
**Unbound Thinking,
Unlocking Possibilities.**

TZ-Wide Early Successes Leading and Lagging Indicators

ILP - Early Successes



School Environment: Sets the stage for teaching and learning!



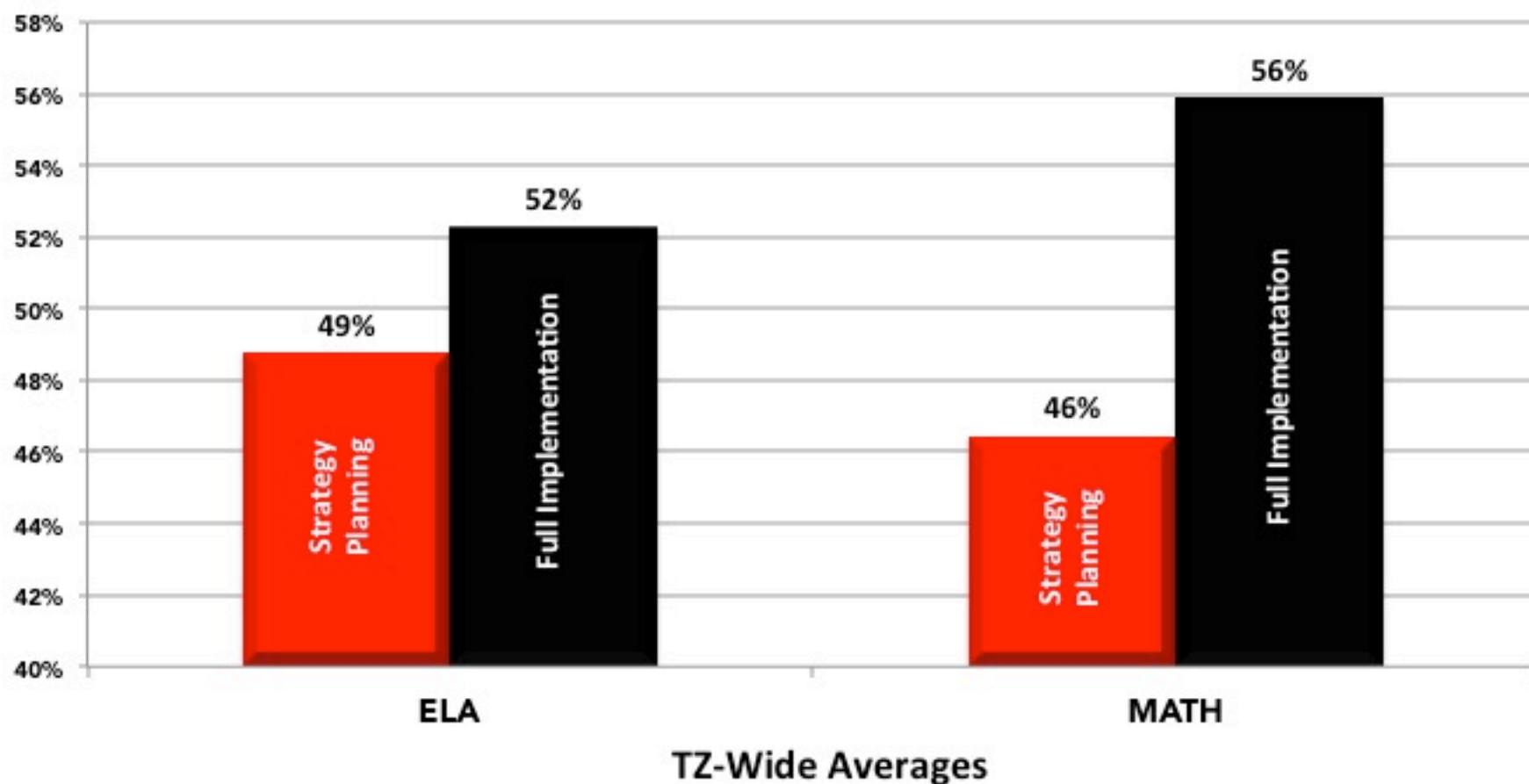
“The turnaround work has created a more positive environment and higher expectations for all...”
TZ Teacher

“The teachers here view all the students as their students.” TZ Teacher

ILP – Lagging Achievement Indicators

ISTEP+ Performance History

■ Spring 2012 ■ Spring 2014



ILP Challenges



- Limited capacity of a 3 member ILP to serve as a single point of contact for 5 schools



- Filtering School-Based Feedback and Data



- Ensuring schools maintain focus despite numerous distractions



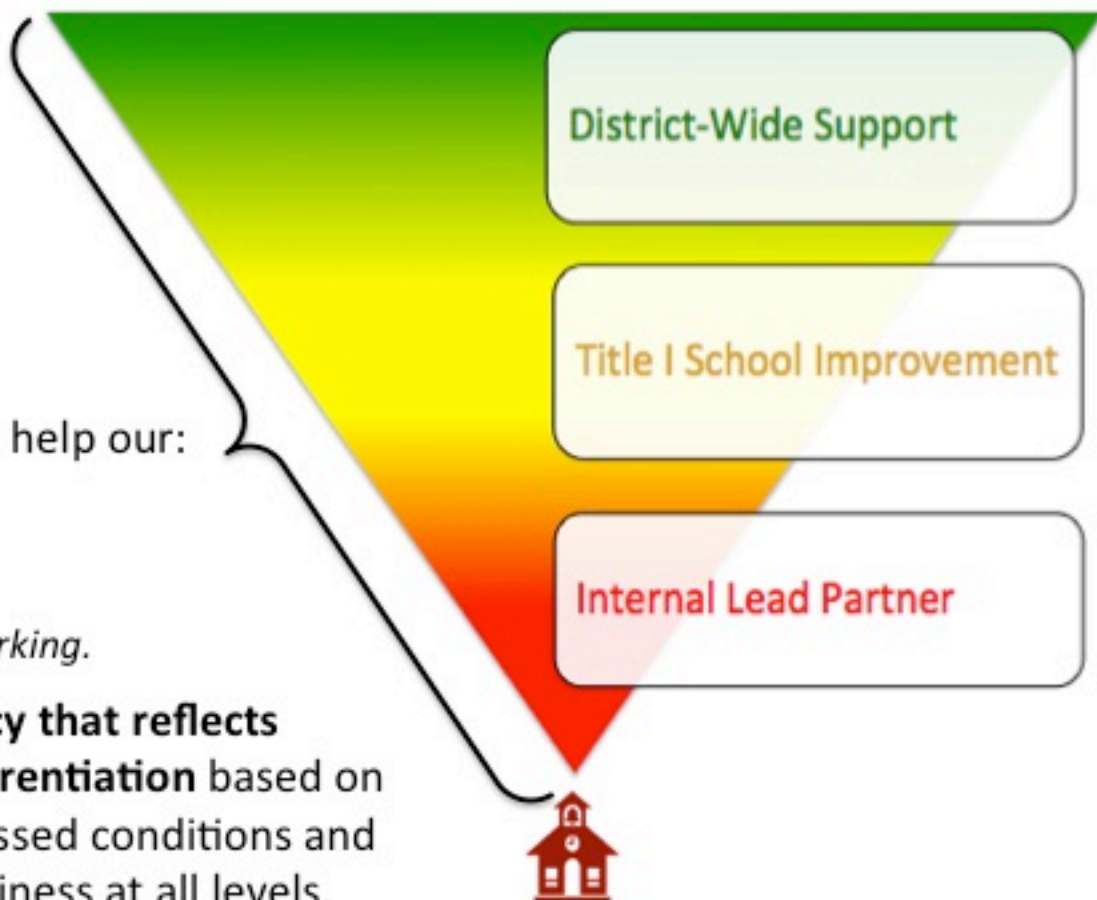
- Balancing support and accountability in differentiated and meaningful ways



- Differentiating timing/timelines based on conditions and readiness

Overcoming Challenges: Aligned External Support Requested

- **Time** to further develop this strategy, including opportunities to **network** with turnaround experts.
- **Timely and predictable resource distribution** to help our:
 - *long-range planning,*
 - *management,*
 - *scaling, and*
 - *sustaining what is working.*
- **Policy that reflects differentiation** based on assessed conditions and readiness at all levels.



What's Most Important:

Every student
in every school will be
on track
at every grade level to
graduate **ready for college**
and/or career.

